



# FRANCIS MARION UNIVERSITY

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Office of the President


September 15, 2014

Office of the State Budget  
Attn: Kim Gibson  
Edgar A. Brown Building  
1205 Pendleton Street, Suite 529  
Columbia, SC 29201

Dear Ms. Gibson:

Francis Marion University is pleased to submit the attached Agency's Discussion and Analysis of the accountability report for Fiscal Year 2013-2014. The full report containing the mission statement, the Agency's Discussion and Analysis, Program template, Strategic Planning template, and Performance Measures template will be sent electronically.

We believe the enclosed report demonstrates that Francis Marion University serves the State of South Carolina extraordinarily well. We are proud of our institution's quality and would welcome any inquiries pursuant to this report.

Sincerely,  
  
Luther F. Carter  
President

# **ANNUAL ACCOUNTABILITY REPORT**

**FISCAL YEAR 2013-14**

## **FRANCIS MARION UNIVERSITY**



**September 2014**

AGENCY NAME:

Francis Marion University

AGENCY CODE:

H18

SECTION:



## Fiscal Year 2013-14 Accountability Report

### SUBMISSION FORM

#### AGENCY MISSION

Francis Marion University is a four-year public institution established by the state of South Carolina. It is located in the northeastern part of the state near the city of Florence and has more than 4,000 students. Its purpose is threefold: to provide students with an excellent education, stimulate inquiry and research, and serve the Pee Dee region and the state of South Carolina.

Francis Marion University adheres to the primary purpose for which it was established as a college in 1970: to make available excellent educational programs for the people of the region and the state. The University offers bachelor's degrees in a wide range of liberal arts disciplines, as well as in the health sciences, education, and business. The University also offers professional degrees at the baccalaureate, master's, and specialist levels. While maintaining high standards, we serve students with a broad range of preparation and ability. We seek a wide variety of students, primarily from the Pee Dee region, but also from the entire state, other states, and foreign countries. We believe that a student body diverse in age, racial and ethnic background, and country of origin enriches the education of all students. To achieve its educational goals, the University has outstanding faculty members distinguished by high achievement and diverse academic backgrounds. We provide traditional and, when appropriate, non-traditional instruction, access to an excellent library as well as electronic resources, and staff members committed to student learning and success. A low student-faculty ratio and faculty concern for the individual student help us to achieve our goals. The University recognizes the importance of the out-of-the-class- room experience and offers opportunities for students to engage in activities that promote personal growth. In addition, the University provides students with special learning opportunities, such as an honors program, internships, study abroad destinations, and cooperative degree programs.



<b>AGENCY NAME:</b>	<b>Francis Marion University</b>		
<b>AGENCY CODE:</b>	<b>H18</b>	<b>SECTION:</b>	

Since our highest priority is excellence in teaching and learning, we believe that intellectual inquiry and analysis by students and faculty members are essential. We encourage all scholarly pursuits, including student research for courses and faculty research for presentation and publication and for use in the classroom. The University provides faculty members with support for professional development through resources for innovative teaching, scholarship, and service. Our goal of an academic experience built on inquiry and research as well as the transmission of information allows students to develop their ability to think and communicate, to gain knowledge and skills, to pursue a career or further study, to appreciate the creativeness of the human mind, to be aware of the human and natural environment of the world, and to have the capacity to pursue a life of learning and understanding.

The University also serves the needs of Florence and the surrounding area in ways beyond formal education. Numerous artistic and cultural activities, athletic programs, health initiatives, and outreach efforts benefit not only our students, but also the community. To foster the economic development of the region, we offer consulting services to business, industry, and government. Academic and practical assistance to area schools is basic to our endeavors. Faculty and staff members participate in and contribute to a wide range of community activities.

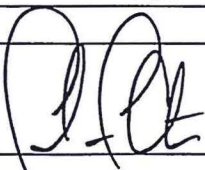
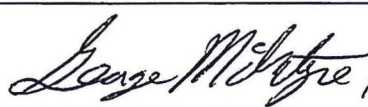
Francis Marion emphasizes liberal arts education while offering new academic programs with innovative technology. It is small enough to provide attention to each student, but large enough to offer a variety of academic and cultural resources. It thus combines the advantages of a liberal arts college with the resources and programs of a public university.

Please identify your agency's preferred contacts for this year's accountability report.

	<u><i>Name</i></u>	<u><i>Phone</i></u>	<u><i>Email</i></u>
<b>PRIMARY CONTACT:</b>	D. Keith Best	843-661-1139	dbest@fmarion.edu
<b>SECONDARY CONTACT:</b>	John J. Kispert	843-661-1110	jkispert@fmarion.edu

I have reviewed and approved the enclosed FY 2013-14 Accountability Report, which is complete and accurate to the extent of my knowledge.



<b>AGENCY NAME:</b>	Francis Marion University		
<b>AGENCY CODE:</b>	H18	<b>SECTION:</b>	
<b>AGENCY DIRECTOR</b> <b>(SIGN/DATE):</b>	 <span style="float: right;">9/15/14</span>		
<b>(TYPE/PRINT NAME):</b>	Dr. Luther F. Carter, President, Francis Marion University		
<b>BOARD/CMSN CHAIR</b> <b>(SIGN/DATE):</b>	 <span style="float: right;">9-12-14</span>		
<b>(TYPE/PRINT NAME):</b>	Mr. George McIntyre, Chairman, Francis Marion University Board of Trustees		

AGENCY NAME:	Francis Marion University		
AGENCY CODE:	H18	SECTION:	

## AGENCY'S DISCUSSION AND ANALYSIS

Founded as a state college in 1970, FMU adheres to the primary purpose of its establishment: to make available to people of all ages and origins an excellent baccalaureate education in the liberal arts and selected professional programs in business, education, and nursing. Professional graduate programs at the master's level are also offered in business, education, nursing, and psychology. FMU provides traditional classroom and laboratory instruction as well as access to an excellent library and electronic learning resources.

FMU places high value on academic and intellectual development of students, scholarly and professional development of faculty, and educational and cultural enrichment of citizens of the Pee Dee. The university also delivers educational opportunities to a diverse population and prepares South Carolina students to contribute to the growth and quality of life in South Carolina. FMU embraces the development of professional programs and graduate programs in response to community needs while recognizing the importance of increased interdependence in the world and awareness of other cultures. The hope is that an examination of a common body of knowledge will ensure that students have the necessary skills and information to function effectively and ethically in a rapidly changing world.

Our efforts in the last year have resulted in many accomplishments:

- Francis Marion University is the recipient of a new grant from the South Carolina Commission on Higher Education that will fund the establishment of the Center of Excellence for College and Career Readiness at FMU. (2.2.3, 2.3.1, 2.3.3, 6.2.1)
- Francis Marion University has once again been ranked by U.S. News & World Report magazine as one of the South's best regional universities earning it a spot in the 2014 edition of "America's Best Colleges" by U.S. News Media Group. (13.1.1, 13.3.1)
- For the second straight year, Francis Marion University has been recognized as one of the Great Colleges to Work For® Honor Roll schools by *The Chronicle of Higher Education*. FMU was one of just 71 four-year colleges recognized by *The Chronicle*, and one of only 30 four-year schools recognized as an Honor Roll college. (3.1.2, 3.2.1, 13.1.1, 13.3.1)
- Education to Career, a new non-profit organization, has ranked Francis Marion University as one of the nation's best colleges (35<sup>th</sup> among 1,222 U.S. public and private universities with at least 1,000 students) when it comes to improving earnings and attaining quality employment for its graduates. (13.1.1, 13.3.1)
- Francis Marion University will offer its registered nurse to Bachelor of Science in Nursing (RN to BSN) program specifically for veterans of the military, supported by a \$492,221 grant from the U.S. Department of Health and Human Services Resources and Services Administration (HRSA). (2.3.3, 2.3.4, 5.3.1, 5.3.4, 6.2.1, 7.2.1, 7.2.2)
- New programs this year include a streamlined MBA program from FMU's School of Business. (5.3.1, 5.3.3, 7.2.1, 7.2.2)



<b>AGENCY NAME:</b>	<b>Francis Marion University</b>		
<b>AGENCY CODE:</b>	<b>H18</b>	<b>SECTION:</b>	

- FMU's RN-to-BSN program in Mount Pleasant will enroll its first cohort, while FMU's RN-to-BSN program in Florence continues to grow as well. (5.3.1, 5.3.3, 7.2.1, 7.2.2)
- University officials also look forward to beginning construction of FMU's new Health Science Center in downtown Florence in September 2014. The multi-purpose facility will be home to several mid-level practitioner schools, as well as 3<sup>rd</sup>- and 4<sup>th</sup>-year medical students from the University of South Carolina Medical School when it opens. Construction is set to begin in September 2014. (7.7.1, 12.2.1, 12.3.2, 13.4.1)
- Francis Marion University and Florence-Darlington Technical College (FDTC) announced a partnership with a new Bridge program. Students enrolled in the program will be able to live on the FMU campus while attending FDTC. (2.1.1, 2.2.2, 2.2.3, 2.3.3, 7.2.2)
- Francis Marion University (FMU), Clemson University Pee Dee Research and Education Center and Florence-Darlington Technical College (FDTC) staged in Florence the BioEnterprises and I-95 Rural Economic Development Summit in September, 2013. This event provided the latest information on research and industrial opportunities associated with technology-driven bioenterprises and agribusinesses in the region. (7.7.1, 9.2.1, 10.3, 13.2.2)
- The FMU Performing Arts Center's BB&T Amphitheatre stage cover was completed during the summer of 2014. (11.1.3, 11.4.2, 12.2.1, 13.6.1, 13.6.2)
- FMU hosted a week of chamber music featuring performers from around the world at the second annual S.C. Chamber Music Festival in Florence and Lake City in spring of 2014. (7.7.1, 9.1.1, 9.2.1, 13.5.1, 13.6.1, 13.6.2)
- The Poskito: South Carolina Photography and Video Conference was hosted by FMU in March of 2014. Co-hosted by the Department of Fine Arts and the Department of Mass Communication, the conference included workshops, exhibitions, talks and panel discussions by well-known regional, national, and international photographers, video journalists, and professionals and scholars from related fields. (7.7.1, 9.1.1, 9.2.1, 13.5.1, 13.6.1, 13.6.2)
- Francis Marion University's new industrial engineering program has begun, with more than 15 majors enrolled in its opening semester. (1.3.2, 2.1.2, 2.3.3, 7.2.2, 10.1.1)
- The University continued to expand the Quality Enhancement Plan/REAL program ("Ready to Experience Applied Learning"). (2.4.2, 4.4.2, 5.1.2, 9.1.1, 9.1.2, 9.2.1)
- A new initiative resulted in the award of four international collaboration grants to FMU faculty.
- Francis Marion completed renovation of an existing building in the downtown area to house the FMU Recording Studio in connection with the Music Industry program. (7.7.1, 9.1.1, 9.1.2, 9.2.1, 12.2.1)
- The University received approval from Committee on Academic Affairs and Licensing (CAAL) for the Physician Assistant Studies program and hired a director for the program. The program goes before the full Commission on Higher Education (CHE) in fall of 2014. (1.3.2, 2.1.2, 2.3.3, 7.2.2, 10.1.1)

In addition, FMU continues successful operation of existing initiatives like the Pee Dee Health Education Partnership (a consortium of FMU, USC, McLeod Health, and Carolinas Hospital System), Nonprofit Leadership Institute (NPLI), Advancing Rural Community Health (ARCH), and the Rural Leadership Institute (RLI). (7.7.1, 9.1.1, 9.2.1) Renovations were made to existing facilities including the construction of walls in Founders Hall and upgrade to the lighting system in the Hyman Fine Arts Center theatre. (12.2.3, 13.5.1)

The university's success as noted above is the result of several factors working together. FMU has a hard working faculty and administration that work together to create and expand opportunities for students. Sound



<b>AGENCY NAME:</b>	<b>Francis Marion University</b>		
<b>AGENCY CODE:</b>	<b>H18</b>	<b>SECTION:</b>	

fiscal management, effective shared governance, and creative leadership produce an environment conducive to continued growth and improvement.

The main challenge faced by the University is to maintain the current momentum through the years ahead while dealing with decreased state funding and a more competitive environment for student recruitment.

As the foregoing discussion demonstrates, Francis Marion University has multiple strengths in the areas of curricula and programs, faculty and staff, admissions and enrollment, student affairs and student programs, fund-raising and capital projects, and facilities and instructional technology. Specifically, the University has a stable and talented faculty and staff, a growing number of academic programs (especially professional and applied programs, such as the Industrial Engineering, Nurse Practitioner, and Physician Assistant programs), and has attained accreditation of its academic programs where appropriate. The University benefits from a hard-working enrollment management and student affairs staff and from faculty support for student recruitment, retention, and extracurricular activities. The campus is beautiful, safe, and well-maintained. Student programs promote campus community and increase opportunities for student leadership. The career development office has become increasingly effective. The University has successfully raised private funds from such donors as the Drs. Bruce and Lee Foundation, the Psaras Foundation, Pee Dee Electric Cooperative, McLeod Health, Carolinas Hospital System, and many other individuals and organizations. During the years 2010-2014, the University has been successful in obtaining significant grants from NASA, the US Department of Education, and the Health Resources and Services Administration, and other grant-making organizations. New capital projects under way or proposed include the FMU Health Sciences Complex (construction will begin Fall 2014) and the "Centers Building," which will house the Honors Program, International Programs, and the McNair Center for Government and History. The University's outreach activities (such as the Non-Profit Leadership Institute) are numerous and effective.

All that being said, the University also faces challenges in various areas. For example, while Francis Marion has a very diverse staff and has increased the ethnic diversity of its faculty, we need to identify and recruit more African-American faculty. (3.2.1) In the area of academic programs, the University should increase the number of online and distance education classes. (5.3.1) In the case of enrollment, Francis Marion will need to recruit more new freshmen and transfer students in the midst of an extremely competitive admissions environment. Finding ways to attract more male students appears to be one element among many in improving undergraduate enrollment. For the division of student affairs, identifying programs and events that will have the broadest possible appeal is a task that the division faces each academic year.

In addition to the items mentioned above, during the coming year (2014-2015), Francis Marion will focus on the following:

- seek funding for and prioritize replacement of the current outdated software (legacy system) for FMU's student information management system (registration, financial aid, admissions, etc.) (5.2.1, 5.2.2)
- continue activities of the Pee Dee Health Education Partnership (a consortium of FMU, USC, McLeod Health, and Carolinas Hospital System) to deliver degree programs in the health care field and expand health care programs for the region and the state (13.4.1)
- continue working with the USC School of Medicine, McLeod Health, and Carolinas Hospital System to establish a Florence regional clinical campus for third and fourth year medical students (1.3.2, 7.7.1, 8.2.2, 9.1.1, 10.1.1)
- obtain final approval for the Physician Assistant program and plan for the beginning of the program in Fall 2016 (11.1.3, 11.4.2, 12.2.1, 13.6.1, 13.6.2)



<b>AGENCY NAME:</b>	<b>Francis Marion University</b>		
<b>AGENCY CODE:</b>	<b>H18</b>	<b>SECTION:</b>	

- develop a Master of Science in Speech Pathology program for approval by the faculty, administration, Board of Trustees, and CHE (11.1.3, 11.4.2, 12.2.1, 13.6.1, 13.6.2)
- continue and enhance outreach programs (e.g., ARCH, NPLI, RALI, Center for Entrepreneurship, Center of Excellence to Prepare Teachers of Children of Poverty, McNair Center for Government and History) that serve the Pee Dee region and the state of South Carolina (2.2.3, 2.3.1, 2.3.3, 6.2.1, 7.1.2)
- complete major physical plant projects: finish renovation of the HVAC system in Rogers Library; continue renovation of Founders Hall and Cauthen Education Media Center; begin construction on the FMU Health Sciences Complex; and continue planning for the construction of the Center for Centers (12.2.1, 12.2.3, 13.5.1)
- continue the pursuit of alternative funding from public and private sources, with an emphasis on securing scholarships for students (8.1.1)
- develop additional courses for online delivery (5.3.1, 5.3.2, 5.3.4, 7.2.1)
- continue offering selected courses in Lake City, Marion, and other off-campus sites (including the low country) (5.3.1, 5.3.3, 7.2.1, 7.2.2)
- continue planning a retention program that will coordinate efforts by Academic Affairs and continue to work with the Governor's office and the General Assembly on Accountability Based Funding (1.2.2, 1.2.3, 1.5.1, 7.5.1, 7.6.1)
- continue to support Teach for America in South Carolina (2.2.2, 2.2.3, 2.3.3, 7.1.2)
- increase and develop collaboration between alumni and students (2.3.2, 3.3.1, 3.3.2, 5.1.1, 8.1.1, 8.3.2, 8.4.1, 8.4.2, 9.2.1)
- increase and develop collaborations between Alumni Affairs, the Alumni Board and the student Leadership FMU program (2.3.2, 3.3.1, 3.3.2, 5.1.1, 8.1.1, 8.3.2, 8.4.1, 8.4.2, 9.2.1)
- increase learning opportunities for students in the areas of professional and career development, citizenship education, and wellness (2.3.3, 2.3.4, 4.1.2, 4.1.4, 4.2.2, 4.4.2, 5.1.1, 7.1.2, 7.7.1, 8.4.2, 8.4.3, 9.1.1, 9.1.2, 10.2.1)

FMU continues to make great strides forward as an institution. Nevertheless, the challenges faced by this university are significant as we try to meet the needs of an increasingly challenging student population while faced with decreased state appropriations and rapid technological advancement. Yet we are proud of our recent accomplishments and look forward to overcoming each hurdle as we continue to improve in our ability to serve the citizens of the state of South Carolina as an efficient and noteworthy institution of higher learning.

AGENCY NAME:

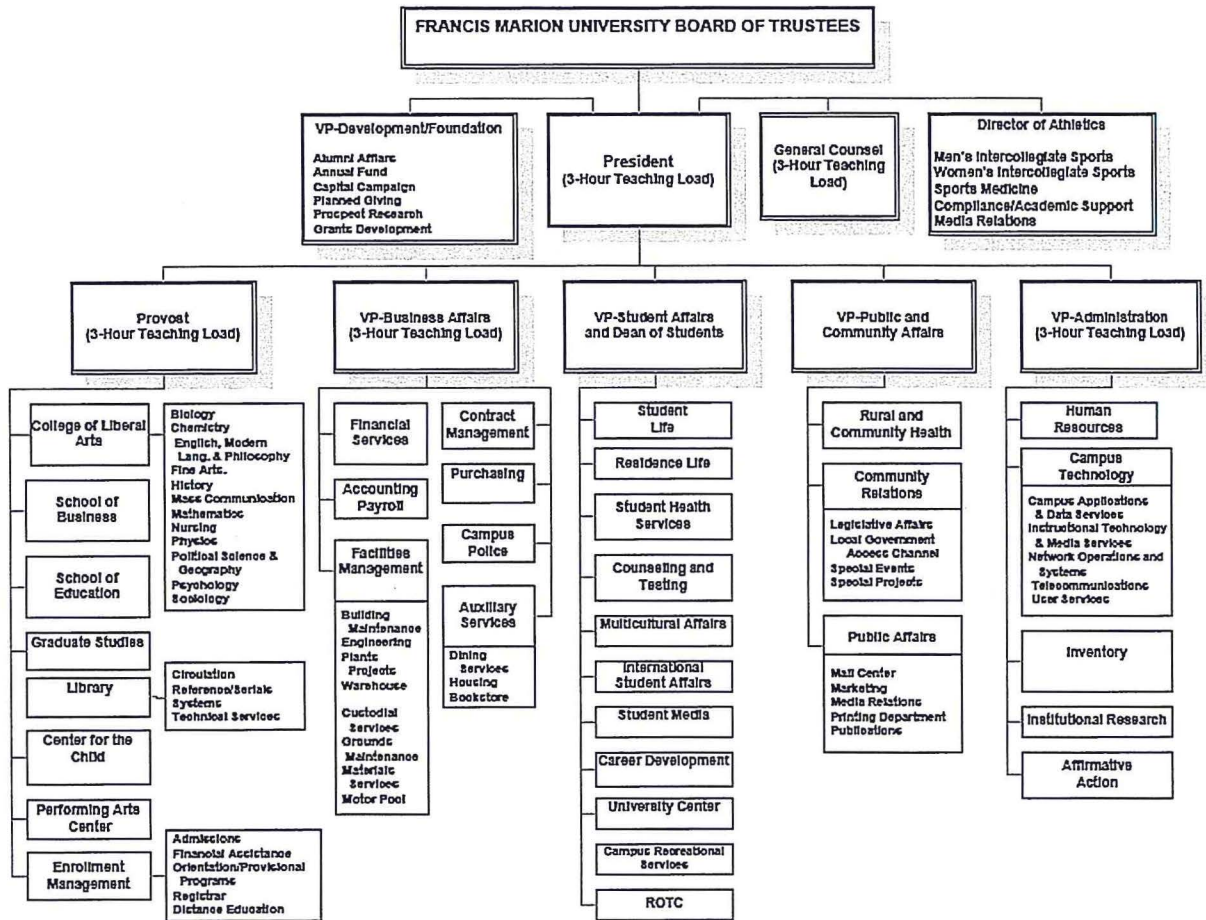
Francis Marion University

AGENCY CODE:

H18

SECTION:

ORGANIZATIONAL STRUCTURE  
JULY 25, 2012 ORGANIZATIONAL CHART





Agency Name:	Francis Marion University	
Agency Code:	H18	Section:



Fiscal Year 2013-14  
Accountability Report

Program/Title	Purpose	FY 2012-13 Expenditures				FY 2013-14 Expenditures				Associated Objective(s)
		General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	
I. Educational & General: Instruction	Administrative costs of instructional related programs at the University including salary, fringes, and other operating costs.	\$ 7,282,696	\$ 15,152,103	\$ 358,703	\$ 22,793,502	\$ 7,706,756	\$ 15,107,776	\$ 321,261	\$ 23,135,793	1.1.1, 1.2.2, 1.4.2, 1.5.1, 1.5.2, 2.2.1, 2.3.2, 2.3.4, 2.4.1, 2.5.2, 2.5.3, 3.1.2, 3.4.2, 3.6.1, 3.7.1, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.2.2, 4.3.1, 4.4.2, 5.1.2, 5.2.2, 5.2.4, 5.3.1, 6.1.1, 7.1.1, 7.4.1, 7.4.2, 7.6.1, 8.1.2, 8.3.2, 8.4.2, 8.4.3, 9.1.1, 9.1.2, 10.1.1, 10.2.1, 11.1.3, 11.3.1, 11.4.1, 12.1.1, 12.3.1, 12.3.2, 12.3.3, 13.2.3, 13.3.2, 13.3.3, 13.4.1, 13.5.1, 13.6.1, 13.6.2
I. Educational & General: Student Services	Admissions, enrollment marketing, financial assistance, orientation, student affairs, athletics, counseling services, and other student services.	\$ 873,260	\$ 4,521,722	\$ 26,457	\$ 5,421,439	\$ 888,965	\$ 4,501,988	\$ 20,689	\$ 5,411,642	5.1.2, 5.2.2, 5.2.4, 5.3.1, 9.1.1, 9.1.2, 10.1.1, 10.2.1
I. Educational & General: Institutional Support	Administrative institutional expenses including the Offices of the President, Business Affairs, the Provost, Development, Accounting, Human Resources, etc.	\$ 1,297,306	\$ 4,399,981	\$ 30,210	\$ 5,727,497	\$ 1,359,721	\$ 4,367,706	\$ 18,878	\$ 5,746,305	5.1.2, 5.2.2, 5.2.4, 5.3.1, 9.1.1, 9.1.2, 10.1.1, 10.2.1
I. Educational & Instructional: Facilities Maintenance	Campus facility physical plant support (including utilities) and campus police services.	\$ 2,578,781	\$ 7,812,581	\$ 24,318	\$ 10,415,680	\$ 2,079,331	\$ 8,328,129	\$ 196,403	\$ 10,603,863	5.2.2, 6.1.1, 12.1.1, 12.3.1, 12.3.1, 12.3.3
I. Educational & General: Academic Support	Professional development funds, library, network operations, enrollment management, and other academic support areas.	\$ 1,018,715	\$ 3,812,235	\$ 201,683	\$ 5,032,633	\$ 1,231,230	\$ 3,648,079	\$ 145,848	\$ 5,025,157	7.2-3; 7.4-1
All Other Items: Research, Public Service, Depreciation, Scholarships, and Auxiliaries	Public services like Center for the Child, Center for Entrepreneurship, Nonprofit Leadership Institute, and other miscellaneous items.	\$ 532,963	\$ 579,245	\$ 10,305,783	\$ 11,417,991	\$ 544,747	\$ 145,099	\$ 10,410,187	\$ 11,100,033	8.1.1, 8.1.2, 8.1.3
Total		\$ 13,583,721	\$ 36,277,867	\$ 10,947,154	\$ 60,808,742	\$ 13,810,750	\$ 36,098,777	\$ 11,113,266	\$ 61,022,793	

Agency Name: Francis Marion University

Agency Code: H18

Section:



Fiscal Year 2013-14  
Accountability Report

Strategic Planning Template

Type	Goal	Item # Strat	Object	Description
G	1			Maintain and expand quality academic programs and maintain academic accreditations as indicators of program quality.
S		1.1		Continue the University Accreditation Committee's supervision of accreditation efforts.
O			1.1.1	Maintain accreditation for existing programs and pursue accreditation for new programs.
S		1.2		Regularly evaluate the University's general education program.
O			1.2.1	Ensure the Academic Affairs Committee (AAC) produces a report on the General Education program annually.
O			1.2.2	Provide resources for implementing recommendations that arise out of the AAC's annual reports.
O			1.2.3	Continue to gather data on general education courses and student outcomes in those courses.
S		1.3		Study the feasibility of additional programs.
O			1.3.1	Appoint feasibility committees to research and develop plans for implementing new programs.
O			1.3.2	Develop timetables for advancing new programs.
O			1.3.3	Report feasibility findings to appropriate administrative and faculty groups.
S		1.4		Familiarize faculty with accreditation standards and procedures.
O			1.4.1	Offer opportunities for faculty to become more familiar with accreditation issues.
O			1.4.2	Successful planning and preparation for programs receiving reaccreditation visits in 2014-2015
S		1.5		Continue to improve self-study reporting and documentation.
O			1.5.1	Continue to evaluate data gathering methods and maintain an office of institutional research.
O			1.5.2	Provide resources for those working on accreditation planning and documentation.
G	2			Improve student academic success rates.
S		2.1		Collaborate with state technical colleges and engage in articulation agreements to ensure that transfer courses, which meet FMU general education requirements, are comparable to FMU courses.
O			2.1.1	Regularly review existing articulation agreements.
O			2.1.2	Develop more specific bridge agreements with local technical colleges such as Florence-Darlington Technical College to maximize programmatic associations between the two entities.
S		2.2		Coordinate the existing efforts of academic areas to work with local schools.
O			2.2.1	Involve academic disciplines in enhancement of school instruction.
O			2.2.2	Encourage qualified liberal arts student to pursue secondary education careers.
O			2.2.3	Participate in statewide efforts to align high school and university curriculums.
S		2.3		Establish formal systems designed to improve graduation rates
O			2.3.1	Raise overall admission standards while continuing to ensure educational access for students in the Pee Dee.
O			2.3.2	Expand tutoring and mentor services.
O			2.3.3	Expand services which promote academic success.
O			2.3.4	Encourage faculty/student interaction and mentorship.
S		2.4		Engage in practices that support high acceptance rates into professional schools and graduate programs
O			2.4.1	Continue to improve test scores and pass rates on professional exams
O			2.4.2	Continue to maintain high standards within academic units
S		2.5		Provide for the needs of international students.
O			2.5.1	Solicit feedback from current international students to address unmet needs.



Agency Name: Francis Marion University

Agency Code: H18

Section:



Fiscal Year 2013-14  
Accountability Report

Strategic Planning Template

Type	Goal	Item # Strat	Object	Description
O			2.5.2	Provide off campus trips for international students such as the fall Honors trip.
O			2.5.3	Provide international liaisons for International Exchange students who are part of formal exchange with an international partner.
G	3			Continue to build an excellent faculty.
S		3.1		Continue to recruit faculty with excellent teaching skills and scholarly potential.
O			3.1.1	Allow for adequate length of time for searches and interviews.
O			3.1.2	Advertise for positions in national publications.
S		3.2		Strive to recruit faculty from underrepresented populations.
O			3.2.1	Continue to reach out to minority populations with targeted job searches.
S		3.3		Encourage FMU students from underrepresented populations to return to Francis Marion in a teaching capacity.
O			3.3.1	Maintain a strong alumni communication network.
O			3.3.2	Use social media to maintain contacts with alumni at both the University and departmental/college level.
S		3.4		Continue the support/mentor system for new faculty.
O			3.4.1	Provide a comprehensive new faculty orientation at the beginning of each school year.
O			3.4.2	Provide a professional library of support materials for new faculty.
S		3.5		The university will continue efforts to invest substantially in faculty and staff compensation, benefits and professional development.
O			3.5.1	Provide resources for university-sponsored research forums designed to showcase faculty work.
O			3.5.2	Encourage development of informal university reading/writing forums for scholarly discussions.
S		3.6		Continue to address salary compression and related issues.
S		3.7		Encourage FMU faculty to participate in leadership-building initiatives.
O			3.7.1	Provide resources for faculty to participate in the New Chairs Institute, HERS Program, & Harvard Management Programs.
G	4			Increase opportunities for all students and faculty to become aware of multicultural and global issues and to have international educational opportunities.
S		4.1		Develop educational opportunities in other countries.
O			4.1.1	Continue incentives for international faculty collaborations.
O			4.1.2	Continue to provide opportunities for students to visit exchange partners.
O			4.1.3	Continue to provide resources for development of additional international partners.
O			4.1.4	Provide resources for student/faculty work at Wild Sumaco Biological Station in Ecuador and similar work environments.
S		4.2		Enhance curriculum that deals with international issues.
O			4.2.1	Create opportunities for faculty at our exchange partners to serve as guest artists/lecturers.
O			4.2.2	Continue to support course development in international studies in conjunction with travel abroad opportunities.
S		4.3		Promote and expand international exchange programs.
O			4.3.1	Foster incentive programs for collaboration between FMU faculty and international partners' faculty.
S		4.4		Enhance curriculum that deals with cultural issues.
O			4.4.1	Continue feasibility studies for programs in ethnic and cultural studies.
O			4.4.2	Continue to provide REAL Grants for student travel and other opportunities in or with culturally or ethnically diverse societies.
G	5			Develop the technology on campus to address future needs of students, faculty, staff and administrators.
S		5.1		Provide students with more opportunities to develop technological skills for a global community.



Agency Name: Francis Marion University

Agency Code: H18

Section:



Fiscal Year 2013-14  
Accountability Report

Strategic Planning Template

Type	Goal	Item # Strat	Object	Description
O			5.1.1	Continue to provide internship opportunities with local technological businesses or industries.
O			5.1.2	Continue to provide REAL Grant opportunities for students to enhance technological skills in real world situations.
S		5.2		Develop and support the technology resources of the campus.
O			5.2.1	Continue to follow changes in social media and mobile devices to improve internal communications.
O			5.2.2	Provide resources for researching technology upgrades to existing systems.
O			5.2.3	Continue to provide instructional technology sessions on advising for faculty.
O			5.2.4	Provide resources to the Institutional Technology committee on campus for faculty technology grants and forums.
S		5.3		Develop infrastructure for planning and developing online and hybrid courses.
O			5.3.1	Provide incentive for development of online offerings of existing courses.
O			5.3.2	Provide instructional technology sessions for faculty who wish to develop online or hybrid classes.
O			5.3.3	Promote on-line or hybrid course development within departments/colleges.
O			5.3.4	Procure outside grants which provide financial support for online/hybrid course development and assessment.
G	6			Maintain investments in information resources and educational support services.
S		6.1		Continue adequate funding for and updating of library resources.
O			6.1.1	Monitor changing technology requirements for accessibility of library resources.
S		6.2		Continue adequate funding for and updating of support units on campus such as the Media Center, Writing Center, Tutoring Center, etc.
O			6.2.1	Procure outside grants which provide financial support for academic support units for underserved or at-risk students.
G	7			Increase student enrollment and retention.
S		7.1		Work with Pee Dee area high schools to ensure that graduates are prepared for higher education.
O			7.1.1	Continue work with Swamp Fox Writing Project and the Course Alignment Project.
O			7.1.2	Continue development and support of the Center for Excellence for College and Career Readiness to assist in student preparation.
S		7.2		Expand curricular offerings to non-traditional students and retirees and consider alternative delivery systems that might be more attractive to these groups.
O			7.2.1	Increase offerings of online courses and programs.
O			7.2.2	Modify programs to make them more appealing to diverse audiences.
S		7.3		Ensure affordability of tuition and fees in order to maintain the University's focus on access and equity.
O			7.3.1	Maintain current tuition ranking as compared to other SC institutions of higher learning
O			7.3.2	Maintain efficient and informational financial aid office and other business support services.
S		7.4		Provide a vibrant campus life through a variety of artistic, cultural and recreational events.
O			7.4.1	Continue adequate funding for artists/lecture series.
O			7.4.2	Continue adequate funding for student life activities.
S		7.5		Identify at-risk students and provide strategies for their increased success.
O			7.5.1	Utilize University Life courses to identify at-risk students and direct them to appropriate support services.
S		7.6		Increase number of University Life offering and other support program such as GearUp in order to improve students' academic success.
O			7.6.1	Continue evaluation and development of UL courses on an annual basis.



Agency Name: Francis Marion University

Agency Code: H18

Section:



Fiscal Year 2013-14  
Accountability Report

Strategic Planning Template

Type	Goal	Item # Strat	Object	Description
S		7.7		Offer community outreach opportunities that benefit area residents such as FMU's ARCH Program and the Non-Profit Leadership Initiative.
O			7.7.1	Provide opportunities for communication with local businesses and community leaders.
S		7.8		Continue to develop our marketing efforts to include our web presence.
O			7.8.1	Increase visibility via social networking sites.
S		7.9		Continue on-campus scholarship interviews with faculty and staff members.
G	8			Increase external funding.
S		8.1		Expand scholarship opportunities for top academic students.
O			8.1.1	Continue to procure named or endowed scholarships to enhance alumni/community and student relationships.
O			8.1.2	Continue to have scholarship events where student and scholarship donors interact.
O			8.1.3	Continue to profile high-performing scholarship recipients such as the McNair scholars to highlight scholarship potentialities.
S		8.2		Explore external funding opportunities for faculty research and development.
O			8.2.1	Enhance a proactive Grants Office.
O			8.2.2	Coordinate new funding efforts and initiatives across disciplines.
S		8.3		Increase funding for the Francis Marion University Foundation.
O			8.3.1	Encourage faculty and staff to use payroll deduction to donate annually to the Foundation.
O			8.3.2	Strengthen ties to the community with Friends of Francis Marion or similar group functions on campus.
S		8.4		Solicit more support and assistance from alumni while strengthening their ties to the University.
O			8.4.1	Strengthen alumni contact with social media such as Linked In and Facebook.
O			8.4.2	Continue and expand departmental and college level alumni events inviting alumni to campus.
O			8.4.3	Continue to have alumni awards in areas of expertise each year.
G	9			Increase opportunities for student involvement within business, governmental, and public organizations.
S		9.1		Support efforts by faculty who plan, arrange, and supervise internships and other non-traditional educational opportunities
O			9.1.1	Continue to fund programs that encourage faculty to work with students outside of the classroom (REAL program).
O			9.1.2	Continue to support departmental/college internship liaisons who develop internship opportunities.
S		9.2		Explore cooperative work-study programs within the community.
O			9.2.1	Maintain and expand relationships with community organizations and area businesses.
G	10			Emphasize career development and job placement services for all students of the University.
S		10.1		Improve effectiveness of current programs.
O			10.1.1	Continue annual evaluation of existing programs.
S		10.2		Develop formal job placement relationships with local business, governmental and public organizations.
O			10.2.1	Expand and enhance relationships established through Career Fairs and similar events.
S		10.3		Engage with businesses to identify and meet their employment and consulting needs.
S		10.4		Work with the Alumni Office and academic department to develop a systematic alumni tracking system.
G	11			Raise the quality, variety, and visibility of athletic, artistic, cultural, and other community-supported programs.
S		11.1		Increase the attendance at home sports events, as well as at artistic and cultural events in the FMU Performing Arts Center and on campus.



Agency Name: Francis Marion University

Agency Code: H18

Section:



Fiscal Year 2013-14  
Accountability Report

Strategic Planning Template

Type	Goal	Item # Strat	Object	Description
O			11.1.1	Encourage departments/colleges to attend events as a group.
O			11.1.2	Support and promote faculty attendance at PAC events.
O			11.1.3	Continue to market cultural and sports events using social media, print, and other media outlets.
S		11.2		Continue to explore opportunities for recruiting coaches from underrepresented populations.
O			11.2.1	Maintain contact with alumni athletes who continue their education and careers.
S		11.3		Maintain and publicize high academic performance by students involved in these activities.
O			11.3.1	Continue to provide press releases of academic accomplishments of FMU athletes.
S		11.4		Provide support for artistic and cultural endeavors.
O			11.4.2	Provide continued popular and culturally significant artist performances through university arts venues (like the PAC).
O			11.4.1	Continue support for the REAL program and professional development fund.
G	12			Develop the physical facilities, natural resources and infrastructure of the campus.
S		12.1		Maintain attractive on-campus housing.
O			12.1.1	Continue to develop and promote natural beauty on campus
S		12.2		Continue to develop and enhance the campus in a manner that will increase student involvement in campus life.
O			12.2.1	Continue to work with the community to develop adjacent properties to the betterment of the campus and community.
O			12.2.2	Continue to work with local government and businesses to improve transportation networks.
O			12.2.3	Provide a safe and healthy campus environment.
S		12.3		Engage in renovation, construction and modification of campus facilities including Founders Hall and Cauthen Educational Media Center.
O			12.3.1	Complete renovation and soundproofing of Founders Hall classroom walls.
O			12.3.2	Begin construction on FMU Health Sciences building in downtown Florence.
O			12.3.3	Begin planning of FMU Honors Housing and Center for Centers.
S		12.4		Encourage environmental sustainability.
O			12.4.1	Continue to provide containers for recycling across campus.
G	13			Enhance the University's image through an aggressive, focused marketing campaign.
S		13.1		Maintain and improve national status in terms of accreditation, success of graduates and faculty achievement.
O			13.1.1	Develop an increasingly robust presence on the web and in social media.
S		13.2		Publicize the advantages of liberal arts, business, education, and professional degrees.
O			13.2.1	Monitor the rapidly changing world of digital and mobile communications and make use of new technologies for communication
O			13.2.2	Encourage departmental/college career forums concerning careers in specific fields for undergraduates.
O			13.2.3	Produce appropriate ad campaigns that target key areas of the University for the state and region via television.
S		13.3		Increase publicity of the successes of the University's students, alumni and faculty.
O			13.3.1	Increase the reach of university news and branding.
O			13.3.2	Maintain the high quality of the FMU Alumni magazine, The View.
O			13.3.3	Continue the use of Channel 11 for FMU programming and awards presentations.
S		13.4		Cooperate with industrial, business, healthcare and community non-profit organizations to understand and respond to their needs and concerns.



<b>Agency Name:</b>	Francis Marion University
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<b>Agency Code:</b>	<b>H18</b>	<b>Section:</b>	
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<b>Agency Code:</b>	<b>H18</b>	<b>Section:</b>	
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**Fiscal Year 2013-14  
Accountability Report**

## Strategic Planning Template

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Agency Name:	Francis Marion University
Agency Code:	H18
Section:	



Fiscal Year 2013-14  
Accountability Report

Performance Measurement Template									
Item	Performance Measure	Last Value	Current Value	Target Value	Time Applicable	Data Source and Availability	Reporting Freq.	Calculation Method	Associated Objective(s)
1	Praxis II, K-6, Pass Percentage	78%	91%	90%	Apr 1, 2013-Mar 31, '14	2014 Praxis II Results Report	Annual	% of FMU examinees passing exam	2.4.1
2	Praxis II, 5-9, Pass Percentage	81%	73%	90%	Apr 1, 2013-Mar 31, '14	2014 Praxis II Results Report	Annual	% of FMU examinees passing exam	2.4.1
3	Praxis II, 7-12, Pass Percentage	96%	94%	90%	Apr 1, 2013-Mar 31, '14	2014 Praxis II Results Report	Annual	% of FMU examinees passing exam	2.4.1
4	Praxis II, Early Childhood, Pass Percentage	87%	81%	90%	Apr 1, 2013-Mar 31, '14	2014 Praxis II Results Report	Annual	% of FMU examinees passing exam	2.4.1
6	Praxis II, Specialty Exams, Pass Percentage	87%	81%	90%	Apr 1, 2013-Mar 31, '14	2014 Praxis II Results Report	Annual	% of FMU examinees passing exam	2.4.1
7	NCLEX, Pass Percentage	97%	1st-time 82% 1st & 2nd-time 97%	90%	Jan 1-Dec 31, 2013 Jan 1-Dec 31, 2013	2014 NCLEX Results Reports	Annual	% of FMU examinees passing exam	2.4.1
8	NSSE, Ratings of Career Preparation	85%	Not reported this year	80%	July 1-June 30	2013 NSSE Results Report	Annual	Average of Ratings	2.4.1
9	NSSE, Level of Academic Challenge, Freshmen	55.20%	42%	50%	Spring Semester, Freshman Year	2013 NSSE Results Report	Annual	% of students who chose the TWO highest options	2.3.1, 2.4.1
10	NSSE, Level of Academic Challenge, Seniors	61.20%	70%	70%	Spring Semester, Senior Year	2013 NSSE Results Report	Annual	% of students who chose the TWO highest options	2.3.1, 2.4.1
11	NSSE, Active and Collaborative Learning, Freshmen	43.20%	60%	50%	Spring Semester, Freshman Year	2013 NSSE Results Report	Annual	% of students who chose the TWO highest options	2.3.1, 2.4.1
12	NSSE, Active and Collaborative Learning, Seniors	57%	72%	70%	Spring Semester, Senior Year	2013 NSSE Results Report	Annual	% of students who chose the TWO highest options	2.3.1, 2.4.1
13	NSSE, Student Faculty Interaction, Freshmen	38.70%	53%	50%	Spring Semester, Freshman Year	2013 NSSE Results Report	Annual	% of students who chose the TWO highest options	2.3.4
14	NSSE, Student Faculty Interaction, Seniors	50.60%	61%	60%	Spring Semester, Senior Year	2013 NSSE Results Report	Annual	% of students who chose the TWO highest options	2.3.4
15	NSSE, Enriching Educational Experience, Freshmen	25.30%	Not reported this year	30%	Spring Semester, Freshman Year	2013 NSSE Results Report	Annual	% of students who chose the TWO highest options	2.3.3
16	NSSE, Enriching Educational Experience, Seniors	45.40%	Not reported this year	50%	Spring Semester, Senior Year	2013 NSSE Results Report	Annual	% of students who chose the TWO highest options	2.3.3
17	NSSE, Supportive Campus Environment, Freshmen	60.20%	54%	60%	Spring Semester, Freshman Year	2013 NSSE Results Report	Annual	% of students who chose the TWO highest options	2.3.2, 2.3.3
18	NSSE, Supportive Campus Environment, Seniors	66.70%	60%	60%	Spring Semester, Senior Year	2013 NSSE Results Report	Annual	% of students who chose the TWO highest options	2.3.2, 2.3.3
19	Plans at Time of Graduation for Employment and Further Education, Employment	77.10%	77.20%	80%	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Percentage of graduates who were employed at, or immediately after, graduation	2.4.1, 10.1.1
20	Plans at Time of Graduation for Employment and Further Education, Graduate Study	78%	87.50%	85%	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Percentage of graduates who planned to attend graduate school	2.4.1, 10.1.1
21	Ratings of Academic Programs by Graduating Seniors (Major Program)	5.41	5.4	4.8	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Mean	2.4.2
22	Ratings of Academic Programs by Graduating Seniors (Major Instruction)	5.11	5.4	4.8	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Mean	2.4.2



Agency Name: Francis Marion University

Agency Code: H18 Section:



Fiscal Year 2013-14  
Accountability Report

Performance Measurement Template									
Item	Performance Measure	Last Value	Current Value	Target Value	Time Applicable	Data Source and Availability	Reporting Freq.	Calculation Method	Associated Objective(s)
23	Ratings of Academic Programs by Graduating Seniors (General Education)	5.17	5.1	4.8	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Mean	1.2.3
24	Ratings of Academic Programs by Graduating Seniors (General Education Instruction)	5.34	5.1	4.8	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Mean	1.2.3
25	Ratings of Academic Programs by Graduating Seniors (Overall Academics)	5.36	5.3	4.8	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Mean	1.2.3, 2.4.2
26	Ratings of Academic Programs by Graduating Seniors (Overall Experience)	3.06	5.3	4.8	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Mean	1.2.3, 2.4.2
27	Ratings of Use of Student Support Services (Registrar)	94%	78.1%	90%	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Percent Using	5.2.2
28	Ratings of Use of Student Support Services (Registrar)	4.46	4.4	4	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Mean (Ratings of Helpfulness)	5.2.2
29	Ratings of Use of Student Support Services (Financial Assistance)	87%	79.6%	80%	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Percent Using	7.3.2
30	Ratings of Use of Student Support Services (Financial Assistance)	4.43	4.3	4	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Mean (Ratings of Helpfulness)	7.3.2
31	Ratings of Use of Student Support Services (Media Center)	82%	50.5%	80%	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Percent Using	2.3.2, 2.3.3
32	Ratings of Use of Student Support Services (Media Center)	4.5	4.6	4	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Mean (Ratings of Helpfulness)	2.3.2, 2.3.3
33	Ratings of Use of Student Support Services (Writing Center)	70%	67.2%	70%	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Percent Using	2.3.2, 2.3.3
34	Ratings of Use of Student Support Services (Writing Center)	4.25	4.3	4	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Mean (Ratings of Helpfulness)	2.3.2, 2.3.3
35	Ratings of Use of Student Support Services (Student Life)	60%	67.2%	70%	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Percent Using	7.4.2
36	Ratings of Use of Student Support Services (Student Life)	4.16	4.1	4	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Mean (Ratings of Helpfulness)	7.4.2
37	Ratings of Use of Student Support Services (Campus Police)	55%	58.2%	60%	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Percent Using	12.2.3
38	Ratings of Use of Student Support Services (Campus Police)	3.66	4.0	4	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Mean (Ratings of Helpfulness)	12.2.3
39	Ratings of Use of Student Support Services (Health Services)	53%	55.2%	50%	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Percent Using	12.2.3
40	Ratings of Use of Student Support Services (Health Services)	4.5	4.6	4	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Mean (Ratings of Helpfulness)	12.2.3
41	Ratings of Use of Student Support Services (Residence Life)	50%	56.2%	50%	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Percent Using	12.1.1, 12.2.2, 12.2.3
42	Ratings of Use of Student Support Services (Residence Life)	4.09	4.1	4	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Mean (Ratings of Helpfulness)	12.1.1, 12.2.2, 12.2.3
43	Ratings of Use of Student Support Services (Business Office)	56%	50.2%	50%	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Percent Using	7.3.2
44	Ratings of Use of Student Support Services (Business Office)	4.34	4.2	4	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Mean (Ratings of Helpfulness)	7.3.2

Agency Name:	Francis Marion University	
Agency Code:	H18	Section:



Fiscal Year 2013-14  
Accountability Report

Performance Measurement Template									
Item	Performance Measure	Last Value	Current Value	Target Value	Time Applicable	Data Source and Availability	Reporting Freq.	Calculation Method	Associated Objective(s)
45	Ratings of Use of Student Support Services (Career Development)	49%	43.3%	50%	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Percent Using	10.1.1, 10.2.1
46	Ratings of Use of Student Support Services (Career Development)	4.1	4.2	4	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Mean (Ratings of Helpfulness)	10.1.1, 10.2.1
47	Ratings of Use of Student Support Services (Counseling)	37%	38.8%	40%	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Percent Using	12.2.3
48	Ratings of Use of Student Support Services (Counseling)	4.13	4.3	4	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Mean (Ratings of Helpfulness)	12.2.3
49	Ratings of Use of Student Support Services (Tutoring Center)	32%	39.3%	40%	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Percent Using	2.3.2, 2.3.3
50	Ratings of Use of Student Support Services (Tutoring Center)	4.32	4.1	4	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Mean (Ratings of Helpfulness)	2.3.2, 2.3.3
51	Ratings of Use of Student Support Services (Study Hall)	32%	30.8%	35%	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Percent Using	2.3.2, 2.3.3
52	Ratings of Use of Student Support Services (Study Hall)	4.13	4.0	4	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Mean (Ratings of Helpfulness)	2.3.2, 2.3.3
53	Ratings of Use of Student Support Services (Math Lab)	31%	30.3%	35%	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Percent Using	2.3.2, 2.3.3
54	Ratings of Use of Student Support Services (Math Lab)	4.37	4.0	4	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Mean (Ratings of Helpfulness)	2.3.2, 2.3.3
55	Ratings of Use of Student Support Services (Multicultural Affairs)	29%	36.8%	35%	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Percent Using	4.1.2, 4.2.2
56	Ratings of Use of Student Support Services (Multicultural Affairs)	4.02	4.3	4	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Mean (Ratings of Helpfulness)	4.1.2, 4.2.2
57	Comparison of Tuition and Fees	92%	89%	95%	July 1-June 30	FMU Business Affairs	Annual	Percentage as compared to average for teaching colleges in the state of SC	7.3.1
58	Ratings of Academic and Academic Support Services (Academic Advisor)	92%	83.1%	90%	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Percent Using	2.3.1, 2.3.4, 2.4.2
59	Ratings of Academic and Academic Support Services (Academic Advisor)	4.32	4.3	4	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Mean (Ratings of Helpfulness)	2.3.1, 2.3.4, 2.4.2
60	Ratings of Academic and Academic Support Services (Classroom Instructor)	96%	89.6%	90%	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Percent Using	2.3.4, 2.4.2
61	Ratings of Academic and Academic Support Services (Classroom Instructor)	4.53	4.5	4	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Mean (Ratings of Helpfulness)	2.3.4, 2.4.2
62	Ratings of Academic and Academic Support Services (Computer Services)	78%	73.1%	80%	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Percent Using	5.1.2, 5.2.2, 6.1.1
63	Ratings of Academic and Academic Support Services (Computer Services)	4.27	4.4	4	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Mean (Ratings of Helpfulness)	5.1.2, 5.2.2, 6.1.1
64	Ratings of Academic and Academic Support Services (Library)	95%	82.1%	90%	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Percent Using	6.1.1, 6.2.1
65	Ratings of Academic and Academic Support Services (Library)	4.51	4.4	4	July 1-June 30	2013-2014 Senior Exit Exams	Annual	Mean (Ratings of Helpfulness)	6.1.1, 6.2.1
66	Ratings of University Faculty by Students (Presentation of Material)	1.63	1.7	1.5	July 1-June 30	2013-2014 Course Evaluations	Annual	Mean	2.3.4, 2.4.2



Agency Name:	Francis Marion University	
Agency Code:	H18	Section:



Fiscal Year 2013-14  
Accountability Report

Performance Measurement Template									
Item	Performance Measure	Last Value	Current Value	Target Value	Time Applicable	Data Source and Availability	Reporting Freq.	Calculation Method	Associated Objective(s)
67	Ratings of University Faculty by Students (Ability to stimulate interest in subject matter)	1.73	1.8	1.5	July 1-June 30	2013-2014 Course Evaluations	Annual	Mean	2.3.4, 2.4.2
68	Ratings of University Faculty by Students (Ability to improve understanding of the subject matter)	1.65	1.7	1.5	July 1-June 30	2013-2014 Course Evaluations	Annual	Mean	2.3.4, 2.4.2
69	Ratings of University Faculty by Students (Knowledge of subject)	1.32	1.4	1.5	July 1-June 30	2013-2014 Course Evaluations	Annual	Mean	2.3.4, 2.4.2
70	Ratings of University Faculty by Students (Ability to encourage critical thinking)	1.63	1.7	1.5	July 1-June 30	2013-2014 Course Evaluations	Annual	Mean	2.3.4, 2.4.2
71	Ratings of University Faculty by Students (Explanation of course assignments)	1.62	1.7	1.5	July 1-June 30	2013-2014 Course Evaluations	Annual	Mean	2.3.4, 2.4.2
72	Ratings of University Faculty by Students (Overall quality of instruction)	1.61	1.7	1.5	July 1-June 30	2013-2014 Course Evaluations	Annual	Mean	2.3.4, 2.4.2
73	Ratings of University Faculty by Students (Availability of instructor outside of classroom)	1.45	1.5	1.5	July 1-June 30	2013-2014 Course Evaluations	Annual	Mean	2.3.4, 2.4.2
74	Ratings of University Faculty by Students (Overall quality of the course)	1.67	1.7	1.5	July 1-June 30	2013-2014 Course Evaluations	Annual	Mean	2.3.4, 2.4.2
75	Ratings of University Faculty by Students (Relevance of assignments to course descriptions)	1.54	1.6	1.5	July 1-June 30	2013-2014 Course Evaluations	Annual	Mean	2.3.4, 2.4.2
76	Ratings of University Faculty by Students (Value of textbook and other course materials)	1.71	1.9	1.5	July 1-June 30	2013-2014 Course Evaluations	Annual	Mean	2.3.4, 2.4.2
77	Ratings of University Faculty by Students (Timeliness of graded material)	1.55	1.6	1.5	July 1-June 30	2013-2014 Course Evaluations	Annual	Mean	2.3.4, 2.4.2
78	Ratings of University Faculty by Students (Fairness of grading policy)	1.59	1.7	1.5	July 1-June 30	2013-2014 Course Evaluations	Annual	Mean	2.3.4, 2.4.2
79	ACT Composite Scores	20	20	National Average (21 for 2013)	July 1-June 30	Office of Institutional Research	Annual	Average of ACT scores for students who were admitted on their ACT scores	2.3.1, 2.4.1
80	Bachelor Degree recipients from South Carolina	92.24%	94.28%	No set target	Fall 2013 & Spring 2014	Office of Institutional Research	Annual	Percentage of total Bachelor Degree recipients	7.1.1, 7.1.2
81	Bachelor Degree recipients from the Pee Dee Region	52.84%	54.07%	No set target	Fall 2013 & Spring 2014	Office of Institutional Research	Annual	Percentage of total Bachelor Degree recipients	7.1.1, 7.1.2
82	Masters Degree recipients from South Carolina	100.00%	100.00%	No set target	Fall 2013 & Spring 2014	Office of Institutional Research	Annual	Percentage of total Masters Degree recipients	7.1.1, 7.1.2
83	Masters Degree recipients from the Pee Dee Region	81.25%	73.32%	No set target	Fall 2013 & Spring 2014	Office of Institutional Research	Annual	Percentage of total Masters Degree recipients	7.1.1, 7.1.2
84	Specialist Degree recipients from South Carolina	100.00%	100.00%	No set target	Spring 2014 (none in Fall 2013)	Office of Institutional Research	Annual	Percentage of total Specialist Degree recipients	7.1.1, 7.1.2
85	Specialist Degree recipients from the Pee Dee Region	33.33%	33.00%	No set target	Spring 2014 (none in Fall 2013)	Office of Institutional Research	Annual	Percentage of total Specialist Degree recipients	7.1.1, 7.1.2
86	Academic Success Rate for Athletes (Men's Baseball)	81	78	80	July 1-June 30	Office of Athletics	Annual	Percentage of student athletes graduating within six years	11.3.1

Agency Name:	Francis Marion University
Agency Code:	H18
Section:	



Fiscal Year 2013-14  
Accountability Report

Performance Measurement Template								
Item	Performance Measure	Last Value	Current Value	Target Value	Time Applicable	Data Source and Availability	Reporting Freq.	Calculation Method
87	Academic Success Rate for Athletes (Men's Basketball)	39	41	50	July 1-June 30	Office of Athletics	Annual	Percentage of student athletes graduating within six years
88	Academic Success Rate for Athletes (Men's CC/Track)	54	50	60	July 1-June 30	Office of Athletics	Annual	Percentage of student athletes graduating within six years
89	Academic Success Rate for Athletes (Men's Golf)	89	78	85	July 1-June 30	Office of Athletics	Annual	Percentage of student athletes graduating within six years
90	Academic Success Rate for Athletes (Men's Soccer)	61	65	70	July 1-June 30	Office of Athletics	Annual	Percentage of student athletes graduating within six years
91	Academic Success Rate for Athletes (Men's Tennis)	73	88	85	July 1-June 30	Office of Athletics	Annual	Percentage of student athletes graduating within six years
92	Academic Success Rate for Athletes (Women's Basketball)	87	81	85	July 1-June 30	Office of Athletics	Annual	Percentage of student athletes graduating within six years
93	Academic Success Rate for Athletes (Women's CC/Track)	70	63	70	July 1-June 30	Office of Athletics	Annual	Percentage of student athletes graduating within six years
94	Academic Success Rate for Athletes (Women's Soccer)	75	69	70	July 1-June 30	Office of Athletics	Annual	Percentage of student athletes graduating within six years
95	Academic Success Rate for Athletes (Women's Softball)	93	88	90	July 1-June 30	Office of Athletics	Annual	Percentage of student athletes graduating within six years
96	Academic Success Rate for Athletes (Women's Tennis)	80	86	85	July 1-June 30	Office of Athletics	Annual	Percentage of student athletes graduating within six years
97	Academic Success Rate for Athletes (Women's Volleyball)	75	67	75	July 1-June 30	Office of Athletics	Annual	Percentage of student athletes graduating within six years
98	Graduation Rates for Student Athletes	73%	70%	75%	By Cohort	Office of Athletics	Annual (by cohorts)	Percentage of all student athletes graduating within six years
99	Visits to main FMU Facebook page	Not Available	12,055	15,000	July 1-June 30	Office of Public Affairs	Annual	Total number of visits to page
100	Followers of FMU Alumni Facebook group	Not Available	575	700	July 1-June 30	Office of Public Affairs	Annual	Total number of members
101	FMU Sports Twitter account	Not Available	1219	1300	July 1-June 30	Office of Athletics	Annual	Total number of followers
102	Retention Rate after One Year	65.40%	66.80%	70%	July 1-June 30	Office of Institutional Research	Annual (by cohorts)	Percentage of most recent cohorts
103	Retention Rate after Two Years	54.10%	51.60%	55%	July 1-June 30	Office of Institutional Research	Annual (by cohorts)	Percentage of most recent cohorts
104	Average SAT of incoming freshmen	953	952	975	July 1-June 30	Office of Institutional Research	Annual	Recentered SAT Scores
105	Number of Full-Time Faculty	214	214	No set target	July 1-June 30	Office of Human Resources	Annual	Sum
106	Number of Part-Time Faculty	64	77	No set target	July 1-June 30	Office of Human Resources	Annual	Sum
107	Number of Administration	48	48	No set target	July 1-June 30	Office of Human Resources	Annual	Sum
109	Number of Full-Time Staff	230	232	No set target	July 1-June 30	Office of Human Resources	Annual	Sum
112	Student/Faculty Ratio	16:1	16:01	No set target	July 1-June 30	Office of Human Resources	Annual	Ratio
113	Average Class Size	21	21	No set target	July 1-June 30	Office of Institutional Research	Annual	Average number of students per course
114	Attendance at Performing Arts Center	24,700	Not available at this time	No set target	July 1-June 30	Office of Public Affairs	Annual	Count



